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ABSTRACT

German legislation contains provisions on both initial and further vocational training. Three types of continuing training are distinguished: retraining, updating training, and upgrading training. Industries contribute the largest share of funding and participants to continuing training. In-company continuing training differs greatly according to the size of the company and economic sector in question. The organization of in-company training depends on the size, structure, and nature of the company. In small and medium-sized enterprises, the proprietor or personnel department is responsible for continuing training. In most large-scale enterprises, a central personnel or training unit is responsible; in some, continuing training is structured according to the divisional or matrix organization principle. Continuing training through networks is another organizational form used by small and medium-sized companies. Because the field is not formally regulated, formal qualifications and professional careers in continuing vocational training are quite varied. The field of responsibility and the related scope of continuing training personnel depend on the organizational position of the trainers' activities within the company. Future training needs include social skill training and an increasing proportion of enterprise-based training. (A 19-item bibliography and case studies of 2 companies that offer continuing training are included.) (YLB)

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Continuing training in firms and trainer development in Germany

European Centre for the Development of Vocational Training

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Continuing training in firms and trainer development in Germany

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INTRODUCTION

Continuing training today is an instrument which cannot be dissociated from employment and human resource management policies.

The role of the enterprise in the field of continuing training has become a fundamental factor - all available indicators show that companies make considerable investments in this field and that their expenditure in terms of absolute value is increasing much faster than that of the public sector. But continuing training in the enterprise covers diverse activities which range from organized "classical" training to management training measures in which the training component is barely visible. Thus, the term "trainer" becomes a generic term which designates a number of agents who intervene in different ways and at different levels, i.e. identification of needs, conception, execution, evaluation, etc.

The studies conducted by CEDEFOP in the past dealt mainly with the trainers of youth (in the context of public establishments and companies), however, in the meanwhile it has become important to know more about the problems of the trainers of adults, especially in the "company environment".

A number of studies launched in 1990 had the aim of enhancing knowledge of these agents in the light of developments in the training environment and the new strategies in the company. Five countries were covered in this general survey: France, Italy, the United Kingdom, the Netherlands and the Federal Republic of Germany.

These studies enabled a better understanding of the interrelations between these "actors" within the framework of the specific features of national contexts and the development of the continuing training policies of the enterprises. They also made it possible to improve understanding of how the internal and external labour market of trainers functioned. But, above all, they drew attention to the emergence of certain problem areas.

The enterprise is progressively becoming an increasingly important partner of the public authorities in the qualification of human resources as it is steadily developing into a "training site". This trend is manifest not only in terms of "institutionalized" training - more consideration is being given to the role of intermediate-level training and the educational role of work situations in a large number of companies, and this leads one to give some thought to the development of a "pedagogical" dimension in the highly diversified groups of persons entrusted with the task of this training.

On the other hand, the moment training progressively becomes an integral element of company strategy, the role of the training officer is vested with a particular importance because he is the person who is responsible for the compatibility between the global objectives of the company and the implementation of training. While full-time in-company trainers seem to have relatively less importance (the externalization of training services has been found in many companies), the function of training management and the role of the persons involved in it acquire greater weight, irrespective of the size of the enterprise or the sector concerned. The training of this group has become an essential development factor, in all countries.

Finally, it seems that the time has come to ask the question of knowing to what extent it is legitimate to insist on "the occupations" in in-company training today, given the fact that, on the one hand, increasing use is being made of professionals from outside the company - either to give advice on management training or to ensure the training of company staff or to enable workers in the company to adapt to new job requirements when new machinery is introduced - and, on the other hand, the use of occasional in-house trainers seems to be a commonly applied policy. In addition, the potential loss of skills of full-time trainers when they give up their specialized technical tasks to deal exclusively with training, also entails some problems which have not been resolved.

The trainers of trainers are the exception here, irrespective of whether they are in-house or external trainers, because their basic specialized "technical" field is training - they are, in most cases, training professionals.

The purpose of these studies is to make a contribution to the improvement of training provision for trainers in Europe by acquiring more knowledge of the "needs". A synthesis report based on these studies has been prepared and it contains proposals for initiatives which can help decision-making in this field.

We would like to express our thanks to all the authors of the studies who readily responded to CEDEFOP's request and provided relevant information which enabled a deeper insight into these problems.

Fernanda Oliveira Reis

Georges Dupont

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PART ONE

1. THE CONTINUING TRAINING FIELD: A GENERAL OVERVIEW

1. Definition and forms of continuing training

As well as provisions on initial vocational training, legislation in the Federal Republic of Germany contains provisions on "further vocational training" (Law on Vocational Training, chapter 1, section 3).
These provisions stipulate that the task of further training is to maintain and expand vocational skills and competences, adapting them to technical developments and permitting career advancement. According to this objective, three types of continuing training are distinguished: retraining, updating training and upgrading training. State financial support is allocated in particular to retraining schemes and certain upgrading training measures.

Retraining

In the framework of retraining measures, persons who have already received vocational training or with comparable vocational experience are qualified for a new job. The reasons for retraining may lie e.g. in the structure of the job market (few prospects in the occupation in which training has been received) or may be related to the individual retrainer's own personal situation (e.g. occupational disease, invalidity). Retraining is imparted

in accordance with the provisions on initial vocational training and leads to a recognized certificate; such measures last up to two years as a rule.

Updating training

In the framework of updating training measures, vocational qualifications are updated or extended in accordance with the latest state of the art in science, technology, production and the services. These measures take place in the form of short-term (full-time, weekend or evening) seminars and sometimes in the framework of longer-term programmes, including practical phases; they are generally concluded without an examination.

Updating continuing training may be **occupation-** or **job-related** (Münch, 1987).

An example of **occupation-related** continuing training is for example when a person updates his skills to meet the latest state of the art of the occupational profile of the profession in which he has received training or is gainfully employed (e.g. new technologies in commercial occupations). This form of continuing training takes place not only within industry, but also in institutions outside industry (see below).

Job-related continuing training, in contrast, occurs when employees are directly prepared for technological or work

organization changes on-the-job. The implementation of these measures lies exclusively within the scope and upon the initiative of the companies themselves. This form of learning moreover frequently occurs "on the side", as it were, when staff learn new technical or organizational details or acquire further skills by coping with tasks of an increasing degree of difficulty. New forms of work organization (job rotation) and of the solution of industrial problems (the Lernstatt approach, a development instrument similar to quality circles, concerning the solution of problems at the workplace) should be mentioned in this context.

Upgrading training

The purpose of upgrading training is to establish a platform for career advancement by upgrading a person's vocational qualification.

Upgrading training programmes are primarily implemented by the training institutions of the competent bodies (e.g. chambers of trade and industry), trade union training centres and industrial training centres.

These courses generally conclude with examinations. A certificate of an examination pass is then evidence of a higher qualification, e.g. training of trainers, continuing training leading to a master craftsman or "Fachwirt" certificate (a continuing training qualification in the

commercial field comparable to the master's certificate in the industrial/technical sphere). In comparison to updating continuing training, described above, the time frame for upgrading training measures is usually much longer. Depending on the examination target, these measures may comprise up to approx. 1 200 hours of formal tuition (i.e. 45-minute sessions). Alongside full-time courses, participants primarily follow the programmes alongside their normal jobs in the evenings or at weekends.

As far as industry is concerned, upgrading continuing training measures are also implemented - usually by large-scale enterprises - in the framwork of staff advancement programmes.
The generally multi-phase seminars for potential managers to prepare them for their future tasks can be regarded as the most thoroughly structured example of such measures. However, forms of upgrading training can be found at nearly all levels of industry and although some of them constitute rights under collective agreement, most of them do not.

2. Regulations and institutions

In the Federal Republic of Germany, legal competence for the regulation of the general education system lies in the hands of the Federal States or the Länder.
In contrast, the constitution or Basic Law stipulates that regulations on out-of-school forms of vocational training

and further training fall under the competence of central government.
There are no restrictive provisions in this context, e.g. making the establishment of continuing training institutions subject to state authorization or supervision. (The increasing number of courses offered by institutes of further education are in a mid-field position in the field of continuing vocational training). Individuals or social groups are therefore free to offer continuing training courses at any time, with any content, objective or form of implementation they care to choose.

This situation has given rise to a pluralistic structure, in the framework of which the function of the state is restricted to a handful of narrowly-defined tasks. In this context the employment services act as consumers of retraining, updating or further training courses (see above); nevertheless state agencies naturally behave like private industry within the framework of continuing training for their own personnel.

In recent years lobbying has taken place in the Federal Republic of Germany, especially from the employees' representatives, for continuing vocational training to be regarded and treated as a curricular and regulatory task. In such a context the continuing training system would have to be more carefully harmonized and coordinated with the initial training system.

The continuing training spectrum is nevertheless characterized by an untransparent plethora of implementing regulations, pursuing different interests and labour market/social policy objectives with the courses they provide.

The institutions providing continuing training programmes can be differentiated according to whether their courses are principally open to anyone or only offered to their onw officials or employees.

Since the continuing training sphere is organized withing the framework of the market economy, it is difficult to conduct comprehensive statistical analyses in this field. Data on the extent and structures of in particular continuing vocational training are only fragmentary and documentation on their services is inadequate.

In 1988 the Federal Union of German Employers' Associations presented a survey which attempted to bridge this gap, relating above all to continuing training in **intercompany facilities in the context of the employers' associations** (Malcher, 1990). The results give e.g. information on the extent of the individual continuing training measures and the number of participants. The survey illustrates that the continuing training measures implemented were clearly focused on updating continuing training in the commercial field, followed by updating continuing training in the industrial and technical field, continuing training in the field of social policy and commercial upgrading continuing

training. The other continuing training fields are of very little quantitative importance in the framework of the Association's activities.

However, due to its pluralistic structure, the continuing vocational training system remains untransparent. A number of private and public organizations (more recently the central associations of the chambers) have improved this situation by offering information and counselling services, thus covering part of the deficit.
This information service partly draws on continuing training data bases. This means that a person interested in participating in a continuing training scheme can input certain selection criteria and the computer will quickly sift out programmes suited to his needs.

3. The development of the continuing training field

On the whole it can be stated that the continuing vocational training sector has developed into an important sphere of vocational training.
According to a survey conducted on behalf of the Federal Minister for Education and Science in 1988, 6.4 million persons participated in continuing vocational training schemes and courses, and 50% of these persons participated in in-company training measures (Federal Ministry for Education and Science, 1989). Over 14 million persons participated in intercompany mixed forms of training, the updating of skills and the extension of vocational

competences being indicated as the most important motives for doing so.

The trade unions are playing an increasingly important role in the field of continuing training, especially in in-company training measures. The Industrial Constitution Act (Betriebsverfassungsgeseetz) grants workers' representatives rights of consultation, proposal and co-determination, for the implementation of which strategies are being developed. A number of collective agreements concerning the continuing training of employees ahve already been signed at regional level. These generally focus on the acqusition of skills to adjust to changes in working conditions (e.g. the collective agreement on continuing training signed with the regional metalworkers' union of Northern Württemberg/Northern Baden).

II. IN-COMPANY CONTINUING TRAINING

1. Extent and cost

Industry is one of the locations for the implementation of continuing training. The enterprises contribute the **lion's share** of the measures, both in terms of funding and the numbers of participants, since they have a major interest in the updating continuing training of their employees.

Expenditure on continuing training 1988

Federal Labour Office	approx. 6 billion DM
Public authorities	approx. 3 billion DM
Industry	approx. 39 billion DM

Source: Das Handelsblatt, 12 June 1990

It should be noted that in-company continuing training does not tend to be subsidized or lead to an officially recognized certificate.

However, the figures on the investment of the enterprises are subject to some controversy since the methods used by the individual companies to calculate these figures are extremely heterogeneous: some companies include the costs for premises and teaching staff and also the production losses induced by the learning personnel in the costs for such courses. Other companies even include an employee's familiarization with a new machine in their expenditure on continuing training.

In general terms it can be stated that in-company continuing training differs greatly according to the size of the relevant company and the economic sector in question.
For example, in the electrical engineering, metalworking and textile industries, the amounts allocated for the continuing training of low-skilled workers only represent

50% of sums invested in the continuing training of managerial staff. In contrast, expenditure on the continuing training of low-skilled workers is relatively high in the electrical industry (v. Bardeleben, 1986).

2. Contents

A trend can be observed over recent years whereby alongside the imparting of technological or specifically occupational skills, the imparting of social skills in terms of staff development has increasingly come into the foreground, the aim thereby being to develop and reinforce the staff's loyalty, motivation and willingness to cooperate.

However, as a rule, continuing industrial training remains **specialized vocational training**, whereby the following key aspects are involved (Wittwer/Pilnei, 1986):

Management personnel:
- leadership techniques;
- social-related contents;
- business administration;
- management techniques.

Technical employees:
- specific problems, e.g. laser technology, network analysis, injection moulding;
- negotiating techniques, sales training;
- cost accounting.

Commercial employees:
- salesmanship training, e.g. marketing seminars;
- EDP courses;
- courses on economics and business administration, wage and salary slips, cost accounting;
- internal company processes;
- language courses.

Skilled workers:
- time and motion courses;
- welding courses;
- measuring and control engineering;
- electronics/electrical engineering;
- new manufacturing techniques.

Semi-skilled and unskilled workers:
- job induction;
- language courses (for foreign employees).

Differentiation of continuing training subjects according to company size shows major differences in the following subject-areas (v. Bardeleben et al., 1989):

- **corporate management**,
  for which there is a considerable demand from large-scale industries;

- **EDP, word processing, commercial utilization of information technology,**
  for which the demand is highest in small and medium-sized companies;

- **traditional manufacturing techniques,**
  for which, once again, there is a larger demand in small and medium-sized enterprises than in large-scale companies.

3. Organizational forms

The organizations forms of in-company continuing training are absolutely heterogeneous. A trend can nevertheless be observed whereby as in-company continuing training increases in importance and scope, an increasing number of full-time posts with responsibility for continuing training are being created in industry (Winter/Tholen, 1983).
Whereas the question as to whether a full-time post should be assigned for training matters is often controversial in medium-sized enterprises, companies with a staqff complement of > 1 500 frequently have their own training departments and companies with > 3 000 employees generally have a continuing training department in addition (Winter/Tholen, 1983).
Continuing training tends to be more necessary in highly specialized companies than in enterprises with a standard production range. In medium-sized organizations a personnel officer or the head of training often tends to assume

responsibility for continuing training alongside training matters, whereas units in which training is of considerable importance tend to have a specific continuing training officer.
The organization of in-company training depends on the size, structure and nature of the relevant company (Hölterhoff/Becker, 1986).

Continuing training departments are most frequently organized according to company functions; this organizational principle can be observed in both SME's and large-scale enterprises.
According to this approach, the training division is divided into sub-divisions, manned by specialists (e.g. continuing training in new technologies, management training and administration commercial training and continuing training, technical training and continuing training), the overall division being responsible to a centralized personnel or training department.
in small-scale companies the functions fit together in a logical pattern so that all the functions are assumed by a single person.

3.1 Small and medium-sized enterprises

In small and medium-sized enterprises, responsibility for continuing training lies in the hands of the proprietor or of the personnel department, working in close conjunction with the specilized departments; in some cases the

specialized departments have exclusive responsibility for continuing training.

As a rule there is no continuing training programme and the planning of continuing training takes place on a short-term level when evident qualification deficits are observed. Moreover, there is no specific continuing training budget available for corresponding measures.

The employees who constitute the potential target groups for specific measures are normally directly approached by the proprietor, their superior or the personnel department. In contrast to procedures applied in large-scale enterprises, notices or circulars indicating a continuing training programme play only a subordinate role. Moreover, the decision concerning an employee's participating in a continuing training event generally lies in the hands of the proprietor.

An apparent qualification deficit is frequently indicated as a need for continuing training, but, on the other hand, the programmes offered by external providers also play a role. These programmes are assessed with the aim of gaining an overview of new developments and contemporary forms of continuing training (v. Bardeleben, 1989).

However, since the continuing training market is lacking in transparency, it is beyond the scope of in particular small and medium-sized companies to conduct a systematic and complete market analysis with a view to optimal selection

of continuing training schemes. Rather that conducting systematic, forward planning of their continuing training needs, such companies therefore tend to merely react to offers from producers or external providers of continuing training schemes; their preference frequently lies with a handful of providers - an approach which reduces the length of the search process, but which nevertheless restricts the overall spectrum of opportunities. Planning is therefore frequently replaced by intuitive - more or less precarious - decision-making (Drieling et al., 1989).

Since SME's do not have the sufficient number of participants to be able to organize their own continuing training events, they are dependent on external offers, whereby the provision of programmes at regional and supraregional levels can be differentiated.

In this context, in particular small companies are frequently lacking in the time and funds to avail of supraregional offers, this observation being in contrast to medium-sized enterprises which frequently draw on such schemes since their subject-matter is evidently more in line with the needs of the companies than schemes offered at regional level (Drieling et al., 1989).

3.2 Large-scale enterprises

The organizational form of continuing training in large-scale enterprises is primarily functional with a central personnel or training unit and various subordiante sub-units (see above). However, in some cases, particularly in

large-scale enterprises, continuing training is structured according to the dividional or matrix organization principle.

In the case of the divisional principle, a full-time employee assumes all the functions related to training for one part of the company: training, continuing training, retraining, job induction, the training of managers. This work is carried out in the form of a staff function; the employee is organizationally responsible to the training division (Hölterhoff/Becker, 1986).

The matrix organization of continuing training can be distinguished from the divisional principle in that the full-time employee has no staff function in his field of responsibility, but is organizationally fully assigned to this field. Otherwise he assumes all the functions related to training. In the case of matrix organization the central training unit is manned by specialists inv arious continuing training questions (e.g. specialist technical training, management training) who can be consulted by the full-time employee at any time to find solutions to problems in the company divisions (Hölterhoff/Becker, 1986).

Large-scale companies have a structured continuing training programme, which serves as the direct channel to address employees. Alongside the regular events established in the programme, ad hoc activities are also carried out as short-term needs occur (v. Bardeleben, 1989).

Overall continuing training planning is a long-term operation, based on a budget. Funds are also earmarked on a long-term basis.

Participants in continuing training courses are approached and selected both directly and via notices and circulars. Decisions on participation are taken by the personnel or the training department in conjunction with the relevant direct superior and following consultation with the works' council with a statutory right of participation in this field.

The determination of needs is somewhat more differentiated in small and medium-sized companies. In this context instruments such as the following are indicated:
- consultation of superiors;
- consultation of members of staff;
- problem analyses at neuralgic points;
- evaluation of external offers;
- analysis of technological developments;
- product and market research and forecasts.

Conferral with the works' council incidentally plays a subordinate role in this context.

Large-scale enterprises also often have special standing committees on continuing training matters, comprised of the directors, board members, heads of the personnel departments and employees from the training divisions, with the task of adopting framework plans, issuing guidelines

and establishing the budget as well as promoting and reporting on training activities (Hölterhoff/Becker, 1986).

3.3 Continuing training in the framework of networks

Continuing training in the framework of networks is also to be considered among the organizational forms of industrial continuing training. The network is generally set up because in particular small and medium-sized companies, due to their working and economic conditions, are not in the position to implement in-company continuing training as large-scale companies can do. Although cooperation in the implementation of continuing vocational training in the form of networks is a relatively recent development, it can already be found in many forms. As a result, no comprehensive information or systematic findings are available on the subject.

The following forms of cooperation can be distinguished:

- cooperation between companies (within small-scale companies or in the form of events organized by large enterprises on behalf of smaller companies);
- cooperation between companies and off-the-job continuing training institutions;
- cooperation among off-the-job continuing training institutions.

A network encompassing a number of companies has the advantage that the technical knowledge to determine needs and provide counselling is available in a more condensed

form than in the case of continuing training implementing bodies which, due to time constraints and reasons related to company access, cannot as a rule offer job-related counselling.

A further advantage of the continuing training network is the possibility of devising appropriate continuing training concepts along with the company management and employees. Communication between the persons involved in cooperation is particularly important in this context, e.g. the lecturers/tutors are familiar with the company structures and problem areas of the network members and can therefore dovetail the design of continuing training measures to these needs.

In this context the demands on the qualification counsellors working within various implementing bodies are particularly exacting (Koch/Kraack, 1989). Depending on the type of task in question, these counsellors have to be versed in more technical skills (in counselling in the case of a limited segment) or more general skills in the fields of economics and social sciences in the case of overall, comprehensive tasks (see point III: Continuing training personnel).

The implementing bodies often assume the function of an intermediary in the establishment of networks, e.g. regional employers' associations offering courses in the framework of a network system.

One example for this is the "training exchange" (Qualifizierungsbörse) in Hamburg, at which companies can seek and offer places for industrial continuing training. The Berlin "qualification offensive" of 1985 was also primarily initiated to cover the needs of SMEs.

III. CONTINUING TRAINING PERSONNEL

1. Functional profile

Access to activity in the field of continuing training is not formally regulated in the Federal Republic of Germany. This results in a heterogeneity of formal qualifications and professional careers in continuing vocational training.

Continuing training personnel in industry either have a vocational training certificate (e.g. master craftsman, technician) and/or a diploma of higher education, mainly in the fields of natural science, technology or economic science.
The following designations or qualifications are frequently mentioned in job advertisements: scientific or pedagogical member of staff, head of the training department, training or continuing training officer, teacher/tutor, expert in industrial pedagogics or psychologist (Schrader et al., 1983).

Higher education is generally a formal criterion. Fields of study are frequently indicated without any detailed

specification (e.g. "a degree in economic sciences"). Alongside a university degree, the requirements are pedagogical aptitude and skills or previous pedagogical professional experience. Personal and social skills (a sense of initiative, creativity, communication skills, a spirit of cooperation, ability to work in a team, organizational skills) play an almost equal role and vary according to the institution or implementing body in question.

The description of the field of activity of continuing training personnel does not tend to be very specific in job advertisements: planning, development and control of training and continuing training measures, administrative tasks, training management, planning and implementation.

The activities of in-company continuing training personnel may be roughly subdivided into three fields:

- the imparting of information;
- training of behavioural patterns and skills (promotion of social sensitivity, reinforcement of interpersonal skills);
- organizational counselling as an overlapping activity.

2. Educational/training paths

A couse entitled "Teachers in adult education" is offered within the framework of teacher training at German

universities; however, the professionalization of this occupational group is not very far advanced.

Moreover, as already mentioned above, there are many persons in the group of in-company continuing training personnel who have not completed such a course of study, but have been recruited from the disciplines of economic science. For example, a period of work experience within the in-company training system as a student often provides a young person with the incentive to adopt a corresponding career.

A number of universities also offer continuing training courses, in the framework of which it is possible to acquire a qualification as a future member of the continuing training personnel. There are also private training academies providing comprehensive, practice-related courses for free-lance trainers.

In general however it should be noted that there is no uniform or systematic training of trainers for the personnel currently on the job.

The basic qualification required from trainers in the field of continuing vocational training is generally sound technical vocational training. The theoretical foundation of the pedagogical activity is then acquired at individual seminars or in the framework of self-study.

Basically, three necessary fields of competence can be indicated for trainers in the field of continuing training (Schrader et al., 1983):

- technical skills;
- methodical skills;
- organizational skills.

The acquisition of these skills generally takes place along different paths and at different points in time:

Technical skills are generally acquired **before** the commencement of trainer activities - and frequently these skills are gained without the future trainer having specifically had training activities in mind. **Methodical skills** are often acquired in the transitional phase from a technical function to a function which is more oriented towards the imparting of skills (i.e. along the presumably typical career path of a trainer). **Organizational skills**, in contrast - at least in this particular sense of the term - are a primarily trainer-related qualification and therefore acquired in parallel to the implementation of this function.

Although there are no precise data available on the number of persons employed in the trainer field - and this is particularly true of the free-lance sector - it can be assumed that 20 000 persons are employed in the field of continuing training (including full-time company employees) (Sandrock in Lehmann, 1990).

3. The organizational position of trainers' activities in the company

In-company continuing training is often linked to the classical company personnel department.
In large-scale companies, continuing training and staff development are as a rule part and parcel of a structured personnel management system, whereby all the company functions are covered within the framework of training:

- **the management**
  decides on the direction of measures and the status of continuing training within the company;

- **the technical departments**
  determine training needs and the target groups;

- **the personnel department**
  is the competent department for staff development and advancement where decisions are taken on personnel planning, the advancement of juniors and assessments;

- **the works' council**
  has the right to **participation**, in particular at the level of the introduction of company training measures and in participation in off-the-job measures, a right to **co-determination** in the implementation of company vocational training and **the right to make proposals** concerning the participation of the employees; these

rights nevertheless do not apply to any activities concerning the so-called executive staff;

- **the employees**
  participate in the preparation of individual measures and their transposition into the daily routine of the company.

According to the size of the company, trainers' activities are assigned to different organizational levels (see point III: Organizational forms), thus involving different fields of responsibility and scope.

4. Trainers' field of responsibility and scope

The field of responsiblity and the related scope of continuing training personnel depend on the organizational position of the trainers' activities within the relevant company. Requirements differ with respect to the staff's qualifications according to the trainers' hierarchical status (Hölterhoff/Becker, 1986).
The following examples describe the situation in large-scale companies. In small and medium-sized enterprises the functions are correspondingly assigned to fewer or only one persons(s).

Head of the training department
The head of the training department chiefly assumes management activities, coordinating the tasks of the

employees responsible to him who will show both pedagogical aptitude and sector-related and technical skills.
He is moreover the interlocutor on specific or general training policy questions and provides the innovative impetus for training activity within his company. He is frequently a member of external committees and bodies active in the field of vocational training.

Head of the continuing training department
The head of the continuing training department is responsible for the quality and cost of continuing training. His work must be continuous in nature and needs-oriented, whereby good relations with the other company departments are indispensable. He is responsible for the forward planning of continuous training in the wake of company innovations, whereby implementation must be subject to permanent revision.
His tasks include pedagogical counselling, the initiation and improvement of communication structures and contact with training agencies.

Head of specialist or management training
The head of specialist or management training is responsible for a given area. His work is chiefly determined by pedagogical requirements (Schrader et al., 1983):

- implementation of training needs analyses;
- determination of continuing training contents;
- budgetary planning and control;

- determination of target groups;
- selection of external trainers;
- determination of the time frame and schedule of continuing training measures;
- selection of the type of training and the training environment;
- evaluation.

Head of the continuing training project group

In many companies project groups are set up when it is a question of decisive changes in work organization or the working process (adaptation to EDO, the introduction of new technologies, the building up of new plants). The head of such a team has to ensure that employees affected by the changes in question receive the appropriate continuing training. To this end his work involves the drawing up of needs analyses, the formulation of objectives and participation in the implementation of measures, the monitoring of their success and their transfer.

Temporary trainers

Temporary trainers are company employees who are prepared and in a position to train other employees and colleagues in a given technical field. Preparation for this activity takes place in the continuing training department on the basis of a division of roles: the temporary trainer contributes his technical know-how, the pedagogical employee his methodological skills. This approach affords companies a certain degree of independence from external

trainers and moreover fosters communication and cooperation within the company.

In general, the situation with respect to in-company continuing training is that althought the continuing training department is assigned the task of planning and implementing measures, it is nevertheless excluded from the formulation of overall training concepts and objectives (Winter/Tholen, 1983). As a result, the continuing training department often perceives itself as a type of service department offering solutions to problems (Wittwer, 1982). However its employees are sometimes forced to accept compromises and abandon certain professional standards, e.g. with reference to social and curricular aspects (Arnold/Wiegerling, 1983).

5. Organizations and associations

In accordance with the heterogeneity of this group, the persons involved in the field of continuing vocational training are organized under the umbrella of a whole series of associations and organizations which hold regular congresses and events.

The following list, by no means exhaustive, is a selection of such organizations and associations:

- Deutsche Gesellschaft für Organisationsentwicklung (German Society for Organizational Development);

- Arbeitsgemeinschaft "Partnerschaft im Betrieb" (AGP) (The "Partnership in Industry" Association);
- Deutsche Gesellschaft für Personalführung (DGFP) (German Society for Personnel Management);
- Bund Deutscher Verkaufstrainer und Verkaufsförderer (BDVT) (Association of German Sales Trainers and Promoters);
- Bundesverband Deutscher Berufsausbilder (Federal Association of German Vocational Trainers);
- Deutsche Gesellschaft für Erziehungswissenschaft (DGFE) (German Society for Educational Science) - Occupational and Economic Pedagogy Division;
- Bundesverband Deutscher Psychologen (BdP) (Federal Association of German Psychologists) - Labour and Organizational Psychology Department;
- WILL-Europa, a body offering training of trainers to theme-oriented interaction according to Ruth Cohn;
- the BRATT institute;
- DeGeFest

IV. PERSPECTIVES

Since different paths are conceivable and have in some cases already been embarked upon, developments in in-company training, and thereby the consequences for training personnel, are only foreseeable in rough outline. With all due caution, let us nevertheless attempt to forecast future trends apparently emerging from the present discussion among experts.

As far as training needs are concerned, the upward trends observed in the past will probably continue at all levels. The relatively high average qualification level among blue- and white-collar workers produced by the dual system of vocational education in the FRG has led to correspondingly sophisticated jobs in the past. The consequences in terms of training needs are as follows:

- The more specialized and highly skilled jobs become, the higher the independence of the job-holders will be: in cases of breakdown or the need to take ad hoc decisions, the employee at the workplace must take the right decisions independently and quickly. In doing so he must, as appropriate, be able to call on the advice of experts who are not specialists in his specific field or communicate with customers independently. Social skills will thus increasingly become an integral part of job contents and shall have to be developed in the framework of educational/training processes.

- Job design and specialization require an active role in the process of their transformation of the persons in these jobs. The acceleration of the pace of innovation in recent years cannot be met by off-the-job continuing training alone. Insofar the firms will increasingly become perceived as a learning system with corresponding consequences for organized continuing training:

- The optimization of technical and organization processes by problem-solving groups close to the workplace (e.g. the Lernstatt approach or quality circle models) not only requires social skill learning processes, but also actually triggers off such processes. Continuing training in this context therefore does not primarily serve as a means of imparting knowledge, but as an instrument to promote the capacity to find solutions to problems and the provision of the necessary environment.

- As part of a learning system, the workplace must offer the opportunity for learning - i.e. the understanding of processes and interrelationships. Although more demands than solutions have hitherto been manifest in this respect, trends of development can nevertheless be discerned; however, since they stem from company divisions responsible for organizational development, they do not always automatically embrace the continuing training sphere. It is precisely for this reason that such developments demand a reorientation and transformation of the term in-company continuing training.

- The high degree of specialization and complexity of modern production systems, as well as their rapid transformation in the wake of technological innovation, requires an increasing proportion of manufacturer-based - and therefore essentially external - continuing training. On the other hand, large-scale companies evidently

frequently devise their own problem solutions, for the integration of which in-company continuing training is provided by personnel from the relevant specialized departments. Both trends promote the development of continuing training departments towards a more planning and organizational function.

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PART TWO

The following second part of the report presents two case studies whose authors are not identical to that of Part One. The following factors were taken into consideration in the selection of the companies included:

For reasons of comparability with the other national studies, one of the case studies should be on a company from the chemical industry. For the same reason, only a large-scale enterprise came into question. In order, however, to guarantee a minimum of representivity with respect to continuing training in German industry - something which is naturally only possible to a limited extent in case studies - the "giants" of the German chemical industry were deliberately not chosen as their continuing training measures could be considered as not necessarily representative of the sector as a whole.

Representativity was also a key factor in the selection of the second case study. The economic structure of the Federal Republic of Germany is characterized by a high percentage of medium-sized firms, a number of which are highly specialized in a specific technical field. Although an independent continuing training department can clearly not be expected in such cases, what one can expect to encounter - from a certain minimum company size onwards - is a conscious approach and planning with respect to continuing training matters.

A typical branch of industry fulfilling these criteria is the mechanical engineering sector, which is why it was chosen for the first case study, drawn up in the framework of a research project of the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training) on the provision of vocational continuing training and requirements in this field (Bardeleben, 1990).

Case Study 1

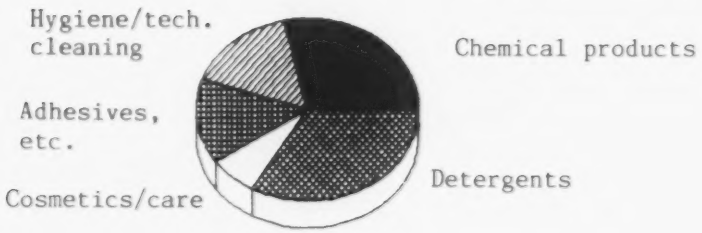
Henkel KGaA, Düsseldorf

Author: Reinhard Selka

The company in brief

The Henkel group is a chemical multinational based in Düsseldorf-Holthausen, also the location of its largest and most important production site. In 1988 Henkel employed approx. 35 000 persons worldwide, some 13 000 of these in Düsseldorf. 30% of Henkel's turnover of approx. 10 billion DM stem from the Federal Republic of Germany and 49% from other European countries.

Product divisions



1988

Henkel, which regards itself as a **specialist in the field of applied chemistry**, has divided its product range into five divisions. The company is currently the world's largest manufacturer of fatty chemical products derived from natural oils and fats; as an adhesive manufacturer, it offers the widest product range worldwide and it is one of Europe's leading suppliers of detergents, bodycare and

cosmetic products. A number of internationally known brand names (e.g. Pattex, Fa, Persil in the consumer good range) bear witness to the degree to which Henkel is customer-oriented.

Henkel's corporate organization is divided into divisions, reflecting the various product ranges. Each division has worldwide responsibility for product management, development, application technology and production; the same applies to the functional units Finance/Logistics, Research/Technology and Personnel/Legal matters. The group is led by Henkel KGaA (= Kommanditgesellschaft auf Aktien: partnership limited by shares) from its head office in Düsseldorf; its ordinary shares are held by the Henkel family.

In-company changes

Henkel's worldwide activities in the field of applied chemistry require the ongoing optimization of products and the development of new applications. This means constant changes in research, development and production and, at the same time, changes in the deployment of and demands on the staff.

In the field of applied chemistry products must be oriented towards the needs of the clients. This requires market flexibility, consideration of individual needs and thereby flexibility in production, service and consultancy.

This situation has the following implications for the workforce at the parent plant in Düsseldorf-Holthausen: commercial administrative clerks must be able to communicate at international level - which requires not only linguistic skills, but also a feeling for the habits and behaviour of counterparts from other cultures. Technical and chemical employees are confronted with developments and methods which, regardless of their origin, prove to be the best possible problem solutions.

With such an innovative product range and being highly customer-oriented, the various tasks at Henkel can only be fulfilled by a maximum degree of delegation of technical and decision-making responsibility, whereby problem-oriented working groups are being increasingly established within the firm.

The Henkel employee of tomorrow must moreover be in able to assume sole responsibility in tackling problems, understanding complex situations and managing difficult processes, whereby multidisciplinary skills are increasingly gaining importance alongside job-related expertise and skills.

The situation which has long been customary practice within the top management is now gradually filtering through to all corporate levels. Even the master craftsman is becoming less and less of an "expert no. 1" and more and more a coordinator of specialists.

Organization and extent of continuing training

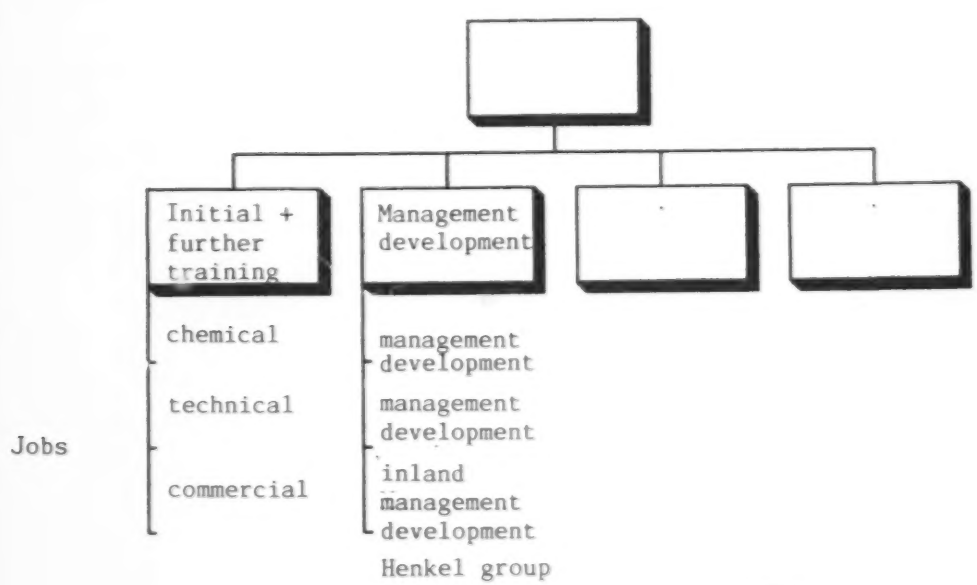
The organization and implementation of continuing training activities are only partly centralized. This corresponds both to the divisional corporate structure and to the management principle of delegating tasks and responsibility. This means, e.g., that the sales divisions or the information technology departments are responsible for their own specialized continuing training, at most being assisted by the central bodies when they require counselling. Some of the activities which are specifically geared towards the acquisition of job skills - e.g. quality circles - are also regarded as technical, as opposed to personnel-related activities because of the narrow frame of

reference of the tasks involved and are therefore classified accordingly.

Subject to this reservation, there were some 6 800 participants in continuing training schemes at the Düsseldorf plant in the course of 1988. The costs - DM 6.4 mill. - correspond to 0.76% of the gross salary and wage bill.

The central continuing training functions are merged into two organizational units, responsible at the same level to the personnel management. The **initial and further training** department is responsible for both initial training in the framework of the dual system and further training of employees covered by collective agreement. The **management development** department is involved in the further training of all levels of corporate management. Reflecting the central position of Henkel KG in the corporation, the scope of activity - and thereby also the inner organization - of the two departments differ.

Organization of continuing training



Whereas the initial and further training department is largely involved with the employees of the Düsseldorf-Holthausen plant, the management development department is in principle responsible for Germany, but is also active at international level with respect to certain functions which have not been decentralized.

Further training planning

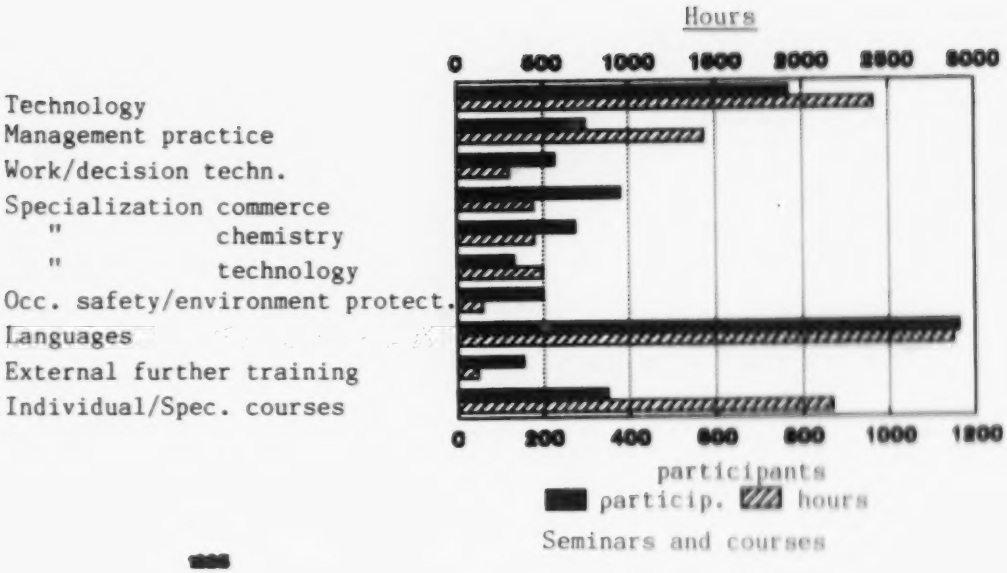
The corporation has preformulated management principles defining the spheres of activity of personnel management and continuing training. Further-reaching guidelines of principle are the responsibility of the company management, detailed planning is decentralized: comprehensive annual programmes are offered in both fields of continuing training and notified to the corresponding superiors and members of staff. New subjects are developed by the competent members of the training departments and funnelled into the programme. Existing subjects undergo constant revision or are deleted from the programme as appropriate. In this way the programmes continue to develop, reflecting demand.

The further training programmes are to be provided on a continuous basis, open to members of staff and superiors. However, special courses may also be devised upon request, e.g. specialized departments are offered counselling and support in the implementation of their own specific projects.

At the moment, continuing training is only included in corporate planning to a rudimentary degree. Although regular talks and meetings ensure the information flow, continuing training must nevertheless be able to react flexibly to concrete developments. Since such developments will have a more rapid and concrete effect at the level of personnel covered by collective agreement, greater emphasis must be laid on forward planning in this field. For example, instruments aimed at promoting multidisciplinary skills - so-called key skills - are currently being systematically integrated into all training activities and process control simulation models are being prepared in anticipation of foreseeable technological developments.

Continuing training activities

The further training programme of the initial and further training department (i.e. for employees covered by collective agreement) comprised a total of 257 events in 1988, 188 of which took place during working hours. These figures do not include training and retraining activities leading to a vocational certificate within the context of the dual system.



The events were clearly focused on subjects not so much directly related to technical requirements, but of a multidisciplinary nature, e.g. languages, technology (data processing/microprocessing) or management practice; this can be explained by the fact that continuing training in the form of learning on-the-job is the responsibility of the individual specialized department. The bulk of continuing training needs can be met by the in-company training provision.

As far as further training of managers is concerned, a corresponding overview of seminars does not paint a very meaningful picture: the majority of behaviour-oriented courses requires smaller groups and more extensive recourse to external provisions. In general, a link can be observed in this context between the hierarchical position of the continuing training participant and external - often individual - participation in corresponding events. The following description of the skill dimensions of a manager nevertheless sheds some light on the subjects involved in this context:

Expertise	Social skills	Management skills	Strategic action	Corporate culture
• Up-to-date expertise	• Social perceptibility	• Perception of one's own management personality	• Holistic/ system-oriented thinking	• Reflection on one's own value standards/ corporate ethics
• Intellectual mobility	• Communication and cooperation skills	• The ability to determine objectives, take decisions and delegate responsibility	• Strategic methodological competence	• Thinking ahead (the company of the future)
• Creativity/ innovational skills	• The ability to work in a team	• Staff motivation	• Planning, steering and control skills	• Internal and external presentation of the company
	• Conflict management	• Powers of conviction/ self-assertion	• Cost and profit awareness	• Integrative skills and the ability to reach a consensus
		• Promotion and steering of group processes		

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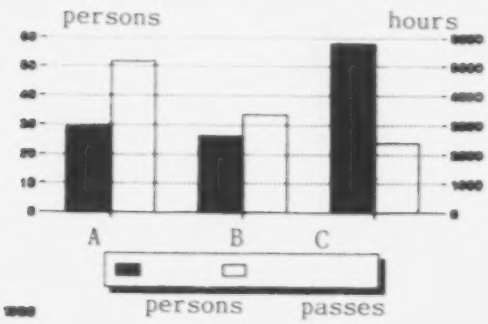
Trainers in continuing training

In the further training of employees covered by collective agreement the trainers are largely in-house, although external trainers account for a comparatively high number of hours

Trainers in in-company further training



A = external
B = initial/ further training staff
C = other staff

The reason for this is that the majority of events can only be conducted by trainers familiar with the situation within the company. These seminars or seminar units are nevertheless mainly short in duration. External trainers, on the other hand, tend to cover above all the subjects in which the direct link to the participants' work is in the background (e.g. languages) or precisely because such events tend to last longer, internal lecturers could not be spared for the long periods such activities involve. A further reason for the use of external trainers is the fact that this option offers greater flexibility in the courses offered.

The proportion of external trainers is higher in the field of management training. This is because the majority of events concern the management dimension, as opposed to the technical aspects of the participants' tasks. Since precedence is generally only given to internal trainers if recourse to the latter is absolutely necessary, this additional load on the shoulder of employees can generally be dispensed with.

Internal trainers - insofar as they do not come from training departments - take on this task more or less on a voluntary basis: no salary or otherwise-related improvement is inferred from such training activities. The expertise of staff members is nevertheless integrated smoothly, whereby it should be observed that activity as a trainer tends to be more position- than person-related.

Continuing training staff

Although the staff of the two continuing training departments have a number of features in common, there are nevertheless major differences at this level:

What they have in common is that the great majority of their activities in the field of continuing training lie in the planning, organization and counselling sphere so that they only actually work as trainers to a limited degree. This situation is not due to a lack of technical or didactic/methodological skills - which are in any case a

precondition for their recruitment to such posts - but can be explained by the fact that predominant recourse to other specialists from the company or external trainers increases the flexibility of the training provision from both a qualitative and a quantitative point of view.

The personnel recruitment procedures of the two training departments show a clear distinction: the initial and further training department only takes on members of staff from other company divisions with considerable experience in their specific field(s). This can be explained by the fact that continuing training schemes for the relevant participants are very much in the form of learning on-the-job. Selection criteria are technical expertise and the willingness to familiarize oneself with the special training-related and organizational tasks in question. Since the working conditions and advancement prospects are relatively good in this department, the demand for jobs is high and job fluctuation is relatively low.

In contrast, in the field of management development, recourse to the external job market is generally necessary. Professional trainer qualifications are in the foreground. Since this is a constantly mobile market and close links to the relevant company only account for a small proportion of the qualification profile, fluctuation is correspondingly high and members of staff who have been on-the-job in this field for many years tend to be the exception to the rule.

In contrast, as far as their own continuing training is concerned, personnel only differ to a degree. They must be up-to-date with the latest developments and have a clear overview of the training market. For this reason alone - and presumably also out of professional awareness - they themselves engage in the most varied forms of continuing training to a relatively large extent, whereby their awareness of the opportunities and requirements of their own job presumably plays an important role. Learning by doing and learning on-the-job are typical characterizations of forms of learning in this context. There is no systematic training course available for the requirements of a continuing trainer.

Case Study 2

Durst, Pfaffenhofen

Author: Günter Walden

The firm in brief

The firm Durst Lackieranlagen GmbH produces medium-sized varnishing and drying machines. Durst is an independent company, established in 1946, which currently employs 105 persons, 25 of whom are women.

Skill structure and development

The employees mainly work in the technical field and are almost exclusively skilled workers; only three members of the workforce are un- or semi-skilled. Most of the employees are skilled workers (50), followed by technical and industrial skilled workers with middle-level qualifications (10) and highly-skilled technicians (7). 17 are involved in commercial activities, 6 of these below the level of skilled workers having completed commercial vocational training.

In the past, an increase of the workforce has above all taken place at skilled worker level; the increase in the commercial field was not as high. An overall trend towards higher skills can be observed. Although the supply of suitable skilled workers is still sufficient at the moment, there are fears of a shortage of skilled manpower in the future.

In-company changes

With the exception of the company's distribution channels and management style, changes have taken place within the firm in all its divisions in recent years. Production methods and EDP have been subject to particular change. CNC, CAD and CAM have been introduced. These adaptations to technical developments are to be continued in the coming years. Considerable changes are to be expected in future in the field of technical communications.

In-company continuing training structures

Continuing training schemes are implemented both in-company and outside the firm, whereby there are a higher number of participants in in-company continuing training; in-company schemes are partly carried out by external trainers.

In-company schemes

The following in-company schemes are implemented:

- Exchange of experience for technical draughtsmen and designers (one day every three months)

- One-day sales seminars every month

- Updating continuing training seminars, familiarizing participants with new in-company technical and organizational processes and methods. Duration: approx. half a day a year with the participation of approx. 50% of the workforce.

External schemes

External schemes are largely conducted on the premises of manufacturers. Three courses took place in 1986 (EDP, CAD and CNC).

Status of continuing training

The continuing training of as many employees as possible enjoys a very high status. Problems or bottlenecks in operations could at least be indirectly solved by continuing training since improving the skill levels of the workforce could increase the company's competitiveness.

Organization of continuing training

In-company continuing training is on the one hand a reaction to changes which have occurred within the company or emerging problems; on the other hand, an attempt is made to make proposals to employees as to how they could improve their performance and their position in the company by

participating in the appropriate continuing training events.

The demand for continuing training is oriented towards the investment plan; an attempt is made to gauge the implications in terms of skill requirements for the investments to be effected.

The managing director and his deputy are responsible for in-company continuing training and also propose employees for participation in a corresponding continuing training measure. The workforce receives information on continuing training opportunities above all in the framework of internal continuing training events held on a regular basis.

Cost/benefit considerations

No cost/benefit analysis, in the true sense of the term, is conducted by the company, the opinion being that this is not possible. It is nevertheless believed that the overall continuing training of the company is positive on balance.

Conclusion

The example of the firm Durst shows that continuing training can also be offensively deployed to step up the competitiveness of a smaller medium-sized company. There is

a marked awareness in the company of the major importance the employees' skills have for the economic survival of a firm. Continuing training proposals are made to the employees and an effort is made to encourage and increase the continuing training activities of the workforce.

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CEDEFOP — European Centre for the Development of Vocational Training

Continuing training in firms and trainer development in Germany

Birgit Rieleit
Reinhard Selke

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